

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2018



Our Lady of Mercy College Heidelberg

A Ministry of Mercy Education Ltd



Contact Details

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Minimum Standards Attestation

I, Judith Weir, attest that OLMC is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

19 May 2019

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Our College Mission

Our Lady of Mercy College Heidelberg, founded in 1910, is a Catholic Secondary Girls' College and is a ministry of Mercy Education Ltd. The College's vision and work are inspired by the life and teachings of Jesus Christ and guided by the example of Mary and the charism of Catherine McAuley.

We are a community of learners where excellence is pursued in all we do and where relationships are nurtured to enable individual growth and a sense of belonging for all. We empower our girls to be women of joy, courage and compassion who retain an enduring commitment to God's vision of mercy and justice for all.

Our Vision for OLMC Girls

They will be awakened to the life-giving traditions of the Catholic faith.

They will recognise their own and others' innate dignity and humanity.

They will be independent, active and curious learners.

They will be encouraged, supported, challenged and heard.

They will engage in respectful and authentic discernment about the scripts of their lives.

Our Values

Justice

We seek to:

- Extend hospitality to all
- Respect the dignity of each person
- Respect the sacredness of the earth and nature
- Act for justice in our school, local and global communities.

Compassion

We seek to:

- Nurture generosity of heart and a spirit of kindness
- Understand others and respond to them in times of need
- Know the power of forgiveness and offer this to others.

Courage

We seek to:

- Embrace life, recognising our strengths, limitations and possibilities
- Promote perseverance and risk-taking in learning
- Be a school community where all are encouraged to reflect and grow
- Live authentically, guided by the values taught by Jesus.

Joy

We seek to:

- Embrace moments of grace and beauty in our world
- Share and celebrate as a community
- Bring energy and enthusiasm to all that we do
- Awaken in students the awe and wonder that will lead to lifelong learning.

College Overview

Our Lady of Mercy College (OLMC) provides rich, relevant and extensive learning programs for students from the Heidelberg, Ivanhoe, Bulleen, Rosanna, Macleod, Greensborough and Doncaster areas.

The College has the capacity for 8 streams at Years 7, 8 & 9 to move through to Year 12. Our February 2018 enrolment was 1167 students.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
206	205	205	191	192	168	1167

Our learning culture features a strong commitment to excellence and continuous improvement. The College has achieved a consistent record of good learning outcomes over many years.

Staff members contribute significantly to this learning culture. They are energetic, collegial, highly motivated educators who are passionate about learning, love teaching girls and are committed to their own professional growth. They have specialist knowledge in girls' education and draw on this expertise to provide safe, nurturing and stimulating learning environments.

Community life at OLMC is enriched by our Catholic faith and Mercy heritage. We draw on these traditions to help our girls find 'pockets of spirit' in themselves and their world. Our social action, community engagement and outreach programs provide girls with many and varied ways of developing their social consciousness.

At OLMC, the social and relational aspects of student growth remain at the forefront of our efforts. The crucial relationship between wellbeing and learning success is well established. We therefore ensure specific programs and structures are in place to counteract the negative influences that impact on our girls. We also value our role in enabling and nurturing friendships that endure well beyond students' time together at OLMC.

Our learning environments feature technology-rich spaces and purpose-built facilities for Sport, the Performing Arts and science. Our Centenary Building provides Year 7 and 8 girls with contemporary, colourful and engaging learning spaces and our Nalleijerring Centre is a wonderful facility for Physical Education, Sport and lunchtime activities. In mid-2020, we will be opening a new Design, Art and Technology Centre with special-purpose classrooms for Art, Media and Food Studies.



Principal's Report



On both personal and professional levels, 2018 was a significant year of transition as I commenced my principalship at OLMC and developed relationships with staff, students and parents. It was also a year of review and reflection as we prepared to engage in a new strategic plan for the College.

Education in faith continued to be at the heart of our work. We engaged staff and students in rich faith experiences that allowed for both the development of their knowledge about faith and their encounters with prayer. Experiences, programs and initiatives in 2018 included:

- A whole-school Mass that marked my Commissioning as Principal;
- Other whole-school Masses in the Nalleijerring Centre, which, since 2017, has provided us the expanded space to more regularly celebrate Mass with all community members;
- Refurbishment of our Chapel and the adjacent garden to allow us to have a sacred space where our students can encounter God in many different ways;
- Visits to the Transition (Detention) Centre in Maribyrnong;
- Immersion experiences in South Africa and Yingadi for students in Years 10, 11 and 12;
- Our work with the Exodus and Bell Bardia communities in Heidelberg West;
- Fundraising events that allowed us to support the broader works of Mercy;
- A focus with our staff and students on Pope Francis' encyclical, *Laudato Si'*. This work included a professional learning day with Sisters Liz Dowling and Adele Howard and a team from Rhahamim.



In **learning and teaching** we had a specific focus in 2018 on the General Capabilities from the Victorian Curriculum. Our teachers worked to ensure that the General Capabilities are embedded in learning and assessment programs. As significant 21st century skills, our students need to see these as being equal in importance to any other curriculum offerings. The professional learning we engaged in supported staff in this endeavour. We continued our focus on literacy and the Learning and Teaching Team reviewed both our Horizon Year 9 program and our VCE provision.

Student wellbeing is paramount in all we do. Mental health issues have emerged as a growing area of concern, not only at OLMC but in many other schools around the world. In 2018, we spent time exploring with staff and students ways of recognising the indicators of deteriorating wellbeing, as well as possible remediation strategies. We recognise that this will be an area requiring the continued investment of our time, energy and resources. Our Student Wellbeing Team engaged in professional learning and planning to enhance our Pastoral program and we continued to educate students about issues of cyber safety and the use of devices within this context.

Our focus on safeguarding young people was another key priority in 2018. The Head of School Organisation worked with teachers to ensure that our risk assessments are robust and aligned with Child Safe Standards. A number of meetings, led by the Head of Student Wellbeing, were devoted to helping teachers identify and respond to risks. Further, we spent time with key groups within the school, like our College Council, educating and assisting them to understand the obligations and responsibilities we all share to keep our children safe.

The College has rich connections with parents and the broader community. We were privileged in 2018 to provide opportunities for engagement with a variety of different community groups who used our facilities for their events.

As we move into the last year of our current strategic plan (2019), there are many successful programs and initiatives that we need to ensure are retained. The OLMC community can be assured that we will not lose sight of the value and depth that the people of our community bring to this work.



Church Authority and Governance

Mercy Education Limited

Mercy Education Limited (MEL) is an incorporated ministry of the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries over which the Institute holds complete sponsorship. MEL is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

MEL operates at all times as part of the mission of the Catholic Church, in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council.

ISMAPNG is involved with twelve fully sponsored schools, of which OLMC is one. There are eight fully sponsored schools in Victoria, three in Western Australia and one in South Australia. The governance role of the MEL Board is confined to the twelve ISMAPNG sponsored schools. The Board sets policies, appoints Principals, approves senior leadership positions and fulfils due diligence in the areas of finance and audit management, capital development, risk management and litigation.

The Board Chair is Sr Sylvia Williams RSM, who succeeded Mrs Lucy Molony in the role in June 2018. The Chief Executive Officer is Mr Christopher Houlihan.

College Council

The **OLMC College Council** provides advice to the Principal regarding the operations and strategic direction of the College. The Council comprises people valued for their wisdom and the contribution they make to the College, including some whom are parent representatives. The College Council Chair in 2018 was Mr Christopher Conroy.



Our Strategic Priorities

The **OLMC Strategic Plan 2016–2019** is premised on our College Mission, as articulated in the OLMC Mission and Values Statement.

In implementing this Strategic Plan, the College will continue the collaborative dialogue and analysis that featured so prominently in its development and will uphold the following key features of our identity and endeavours:

- The centrality of our Catholic faith and the Gospel values of justice, compassion, courage and joy
- Our courage and perseverance in pursuing effective learning for students
- Our outward-looking and thoughtful openness to change.

Key Commitments

Our key commitments for the period 2016–2019 are that we will:

1. Become a stronger dialogical school, assisting students and staff to experience and value the Catholic story in our culturally diverse communities
2. Deepen staff and students' understanding and knowledge of Catholic moral and social teaching and support students in apportioning personal meaning in their lives
3. Draw on the treasures of the Scriptures, the Catholic tradition and the Mercy story to build student and staff capacity for empathetic, compassionate and active citizenship
4. Ensure that our learning and teaching narrative, with its genesis in the College's *Learning and Teaching Charter*, is enacted in teaching practice, classroom dynamics and professional learning programs
5. Strengthen staff-student relationships and student wellbeing initiatives to maximise the aspirations and learning behaviours of students
6. Investigate and implement strategies for optimal use of our resources to promote and sustain contemporary learning and community development
7. Strengthen student voice and dialogue to facilitate their learning and development
8. Investigate and implement employment policies and strategies to enable the College to recruit, develop and retain high performing staff at all stages of their work life.



Education in Faith

Goals & Intended Outcomes

We will:

- Become a stronger dialogical school, assisting students and staff to experience and value the Catholic story in our culturally diverse communities
- Deepen staff and students' understanding and knowledge of Catholic moral and social teaching and support students in apportioning personal meaning in their lives
- Draw on the treasures of the Scriptures, the Catholic tradition and the Mercy story to build student and staff capacity for empathetic, compassionate and active citizenship

OLMC Strategic Plan 2016–2019, Key Commitments 1–3

Achievements

Renovation of Roma

Having sacred spaces around the College for students and staff to reflect, pray, and ritualise what is happening in our lives is a priority at OLMC. We are continuing to provide indoor and outdoor spaces for individuals, small groups, class groups and year levels.

The first half of 2018 saw the renovation of the Roma building (the convent), including the chapel and gardens. From the middle of 2018 we enjoyed a renovated sacred space in which our students and staff gathered for prayer, reflection, meditation and class masses. The chapel now has lots of natural light and opens out into an inviting garden space, which has a prayer wall with Scripture passages, spaces to sit, and a wellspring. In August, the space was blessed and this was an opportunity for sharing the history of the chapel and naming our hopes for its use into the future.



Professional Learning and Accreditation

Laudato Si, the encyclical released by Pope Francis on the care for our Common Home, was the major focus of our Staff Spirituality Day in 2018. We had input from key Mercy leaders and Scripture scholars who raised our awareness of the urgency for action and of a deep commitment to ecological integrity that is supported in our Catholic tradition. We also considered the impact this awareness has on the minds and hearts of our students. The afternoon presented an opportunity for staff to move into smaller experiential groups, with workshop choices that included:

- A visit to Ceres Community Environment Park
- Ecological Spiritual Practices
- An Eco Art Activity
- OLMC Places and Spaces: taking new steps towards sustainability
- Living Sustainably in Banyule
- Reduce, Reuse, Recycle – practices for sustainability
- Sustainability programs and energy efficiency projects at the Austin Hospital.

Other opportunities, both within and beyond the College, enabled staff to continue to work on their Accreditation to Teach in a Catholic school. At the end of 2018, we celebrated another two staff members completing their accreditation.

Bell Bardia Community Meal Service



OLMC, in partnership with the Exodus Community and Olympic Adult Education, has been connecting with and supporting families in Heidelberg West through the Bell Bardia Community Meal Service since March 2011. Early in 2017, our delivery of this support shifted from a weekly BBQ to the provision of a nutritious meal that can be enjoyed as a family. Residents register each week to receive a meal, or they are referred by a welfare agency. Many such residents suffer the isolation of mental illness, unemployment is high, and some are refugee families trying to make their way. On average, about 90 meals are distributed each week to approximately 30 families.

The service starts on Tuesday afternoons with the team of VCAL girls who do the initial prep of the meal in the kitchens at OLMC. Staff and student volunteers then finalise and distribute the meals at the Olympic Adult Education kitchen on Wednesday afternoons.

This program has many benefits for Bell Bardia residents and for our OLMC community. The families receive a nutritious and often much needed meal each week, while our students appreciate the opportunity to simply interact with those who are doing it tough. Students are heartened by the realisation that even the little bit that they do is making a difference.

Mercy Day



Mercy Day on 20 September began with an uplifting and meaningful Mass held in the Nalleijerring Centre. Every student, staff member and special guest was invited to focus on the day's theme of **Spreading Joy**. The efforts of the Student Leaders and staff, and the many musicians, singers and readers, contributed to a thoughtfully constructed and stirring liturgy.

The festivities then followed. The stalls, run by the Senior School Pastoral Groups, provided an extensive range of unique activities. Fundraising on the day was donated to Mercy Works for their work in Papua New Guinea.

Mercy Day is testament to our commitment to Mercy values and to our active engagement in global social justice issues. Overall, the day was certainly a joyful one.

Seeds of Justice

In 2018, OLMC staff members Catherine Burke and Bernadette Hogan took on the role as joint chairpersons of the Mercy Education Seeds of Justice Committee. The committee, which includes a passionate and driven group of teachers from a number of Mercy schools, hosted two student events – one in May around the theme of reconciliation, and another in October examining the place of Mercy schools in sustainability. During the second event, students engaged in community outreach, visiting places including Big Group Hug, the 3081 Angels, the Exodus Community and Mercy Aged Care facilities.

The committee also organised a successful staff event at the Mercy Hub in Nicholson Street, where speakers, including Sr Adele Howard RSM, outlined the importance of care of creation in our Mercy institutions.

These events are wonderful opportunities to connect across Mercy schools and to plan actions within our own communities. Catherine and Bernadette are grateful to Judith Weir and the OLMC Leadership Team for their ongoing support of this important project.

Community Service Programs

The voluntary involvement of staff and senior students in social justice and community outreach programs continued to be strong in 2018. The main programs were:

- The weekly Bell Bardia Community Meal Service (refer page11);
- Camp Heidi, a three-day student-led holiday program for children from the Exodus Community in Heidelberg West;
- Visits to the Melbourne Immigration Transit Centre (Detention Centre) in Broadmeadows;
- An After-school Reading Program at St Pius Primary School, Heidelberg West.

A total of **294** places were offered to students, with **272** being filled, and **85** staff places were filled to enable the programs to operate (refer Table 1). Feedback from all students who participated in the programs has been overwhelmingly positive.

These programs can only operate because of the incredible generosity of OLMC staff and their willingness to support the students, as all of these programs run outside of school hours.

Table 1: Voluntary Involvement in Social Justice/Community Outreach Programs

PROGRAM	STAFF PLACES	STUDENT PLACES
Bell Bardia Community Meal	33	198 (delivering meals) 30 (preparing meals)
Visits to the Transition (Detention) Centre	24	48
Reading Program St Pius, Heidelberg West	2	16
Camp Heidi	18	26
St Vincent de Paul Street Retreat	2	6

Advocacy, Action and Fundraising

The College promotes and supports organisations and fundraising actions which are aligned with our Mercy ethos. These enhance the work of the Sisters of Mercy and contribute to the mission of the Catholic Church. Every effort is made to ensure that fundraising actions are educational and lead to a deeper understanding of the social issues that confront our local and global communities.

In 2018, a range of advocacy and action projects were successfully undertaken by the Social Justice groups across all or specific year levels. These included:

- **Project Compassion** – A whole-school major fundraising project for Caritas held throughout Lent. Awareness of Caritas' work was promoted in Pastoral classes through a range of materials such as video stories, prayers and posters.
- **Palm Sunday Walk for Justice for Refugees** – Students from within the Social Justice group took part in this peaceful action to protest the current treatment of people seeking asylum in our country. A group of five students attended, listened to speakers, and learned a great deal about taking action to stop injustice.
- **#roofovermyhead campaign** – A group of 12 students from the justice group and student leaders attended a gathering to speak out against the monetary cuts to care for refugees. In Australia in 2017, this affected as many as five thousand people.
- **Wear blue for Nauru** – Students who have been visiting the Transition (Detention) Centre organised a day of advocacy and awareness to make fellow students aware of the ongoing detention of children on the Island of Nauru. They encouraged students to wear something blue and to highlight the issue on their social media pages.
- **Feminist Collective bake sale and period project** – The student-led Feminist Collective raised more than \$400 for McAuley Community Services for Women, and held a "period drive" where students contributed tampons and pads for distribution to McAuley, The Good Samaritan Inn and Share the Dignity in support of women.



Value Added

South African Immersion and Exchange

For seven weeks over March and April, the South African/Australian immersion and exchange program connected two Mercy schools – OLMC and St Teresa’s Johannesburg – in highly formative and memorable ways.

In March, thirteen OLMC students in Years 10–11 and three staff spent two weeks in South Africa, learning much about how Mercy students and communities are engaging in the works of Mercy, especially in matters of social justice and ecological sustainability. A week after their return, four students and a staff member from St Teresa’s spent four weeks at OLMC. Here the focus of the exchange was on experiencing a Mercy school in Australia and learning about local and global justice issues. Our visitors also participated in the Yingadi Immersion.



Some reflections from the girls themselves, recorded in varied College publications in 2018, were testament to the friendships, insights and strong understandings attained through the immersion. Highly evident was their gratitude for the experience and the possibilities it evoked for future initiatives within their respective schools.

Yingadi Immersion

Early in May, three teachers and a group of 15 students from Years 10 and 11 travelled to Lake Mungo in South-West NSW.

Over five days, they experienced traditional Aboriginal smoking ceremonies and listened to stories from Aboriginal elders. They learnt about the history of the sacred land and had time to reflect and connect with the natural beauty of the region. For all who participated it was a profoundly instructive experience.



‘Wonderfully Made’ Year 10 Reflection Day

In 2018, a new Year 10 curriculum unit was introduced in both Religious Education and Physical Education. The units focused on Relationships and Sexuality Education and enabled students to engage more deeply in respectful and authentic discernment about these matters. The units included a Reflection Day on the theme of ‘Wonderfully Made’. The girls had the opportunity to:

- Reflect on their value and dignity as young women
- Recognise the signs of healthy and flourishing relationships
- Explore an understanding of consent
- Explore God’s delight in them as they are uniquely and wonderfully made.

A panel of speakers provided a rich opportunity for dialogue and exploration of the manifestations of healthy and flourishing relationships. This RE unit supporting this reflection day will be extended in 2019.

Learning & Teaching

Goals & Intended Outcomes

We will:

- Ensure that our learning and teaching narrative, with its genesis in the College's *Learning and Teaching Charter*, is enacted in teaching practice, classroom dynamics and professional learning programs
- Strengthen staff-student relationships and student wellbeing initiatives to maximise the aspirations and learning behaviours of students
- Investigate and implement strategies for optimal use of our resources to promote and sustain contemporary learning and community development
- Strengthen student voice and dialogue to facilitate their learning and development
- Investigate and implement employment strategies and practices that enable the College to recruit, develop and retain high performing staff at all stages of their work life

OLMC Strategic Plan 2016–2019, Key Commitments 4–8

Achievements

History Award

The College was delighted for Year 9 student, **Olivia Vulgaris**, who was declared the State Winner for her year level of the National History Challenge 2018 at a ceremony in October.

The National History Challenge is a research-based competition that gives students a chance to be an historian – researching world history, examining Australia's past, investigating their community or exploring their own roots. It emphasises and rewards quality research, the use of community resources and effective presentation.

Year 9 students completed a 1000-2000 word research essay about 'turning points' in Australia's history. Six essays were judged by the Humanities teachers as the best in the year level and were submitted to the National History Challenge. Four of these students then progressed to the State Finals in September. This part of the competition required the girls to present before a panel of judges who asked them questions about their essays, their research processes, what they had learned and how it had shaped their perspectives of things that are happening today.

Olivia was judged to be in the top 3 Year 9 students in the state and progressed to the National Finals. In early October, it was determined that Olivia was the winner of the State Level (Category Year 9) Award.

Olivia's family, teachers and peers rejoiced in her achievement and all girls who participated in this competition were congratulated.



Future Focus Conference

The Pathways Team staged an expansive and highly impressive careers and pathways conference for Year 10 students in June.

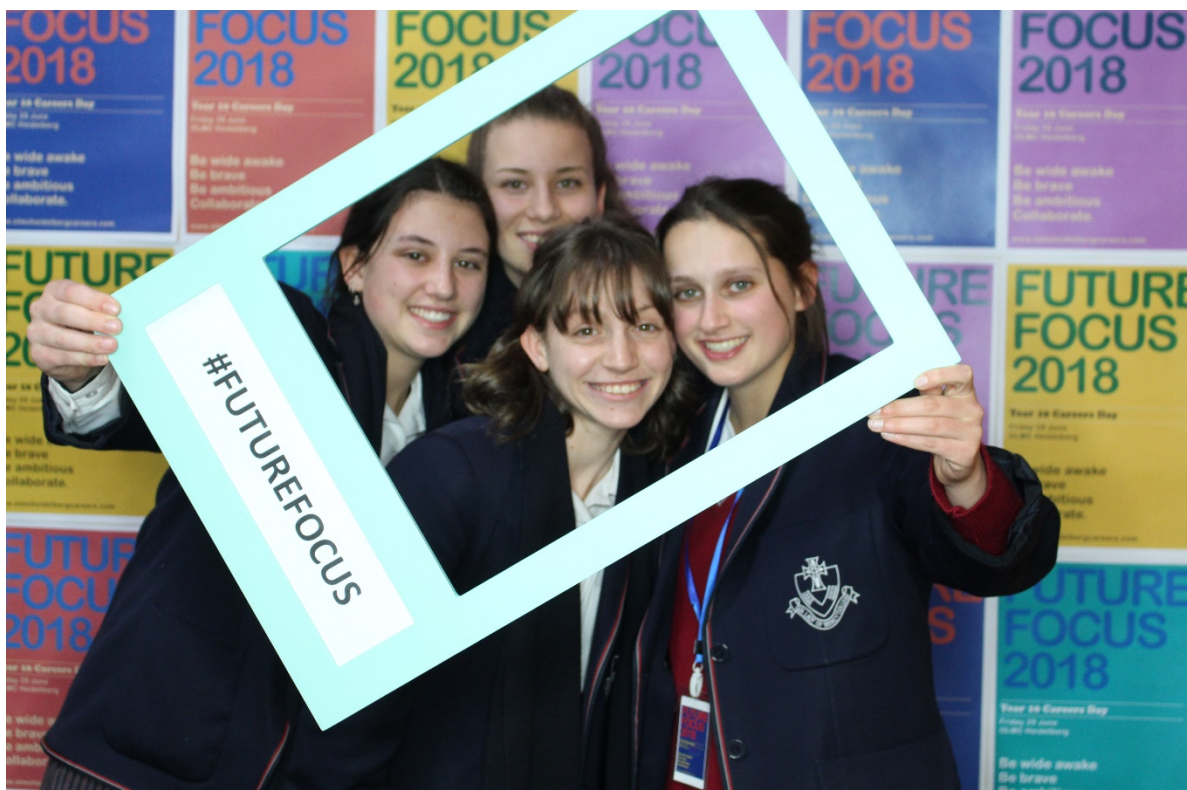
Like any professional conference, students received a number of resources to guide them through their professional learning seminars for the day. They had pre-booked their sessions online and were guided by their lanyard itinerary. The conference followed on from an earlier parent evening, where speakers from the University of Melbourne and the Foundation for Young Australians presented about the 'New-Work Mindset' and 'Student Engagement in Higher Education'.

The conference centred on four themes – *Be wide awake; Be brave; Be ambitious; Collaborate* – themes that reflect the new wave of thinking about the future world of work. Guest speakers throughout the day included women from tech start-ups, local government and social enterprise companies.

A highlight was the number of past students who spoke about their pathways since leaving OLMC. The conversation did not centre on test results, exams or study scores, rather, the discussion was about the importance of connectedness and the need to develop a sense of self. Stories of failure, change of mind, and taking the 'zig zag' pathway to achieve success were refreshing for students to hear.

Students also engaged in interactive sessions, including job interview workshops. Creative conversation occurred and they appreciated being with women who are leading change. The script shifted from 'what do you want to be when you grow up?' to 'what change and impact do you want to make to change your future world?'

The conference outcomes were rewarding for all involved.



Social Enterprise Commendation

In Term 2, VCAL students participated in TRIPOD, an inter-school enterprise education program. The five-day program involved a series of workshops, after which students worked in teams to devise, develop and ultimately deliver a business plan based on an idea that will make a change in their world. The teams from OLMC came up with a range of interesting concepts. One was 'isihe', which means mercy in Zulu. The concept was developed after a presentation from a group of students recently returned from South Africa. They inspired the VCAL students with stories and photos of children from a disadvantaged Mercy school in Soweto, called St Matthew's. This gave the VCAL girls a clear and concrete focus for their project – to fundraise for St Matthew's and provide these children with an opportunity for a better education. 'isihe' was born and went on to raise over \$1300 in just one week.

The OLMC team was awarded a special commendation from the judges and received a spontaneous round of applause from the audience at the conclusion of their video presentation. Importantly, the girls have created a social enterprise with a lasting legacy – a commitment to ongoing support for St Matthew's. They have also developed enterprise skills that are essential for their own success, such as creativity, digital literacy, presentation skills, problem solving, team work, financial literacy and communication skills.

Centenary of Armistice Mosaic Project

Over several weeks in Term 2, as part of OLMC's ongoing *Artist Within* program, local artist Simon Normand worked with 90 Years 7, 8 and 9 students to create two large-scale mosaics commemorating the Centenary of Armistice. The mosaics depict and celebrate the lives and achievements of Australian Army wartime nurses, Grace Wilson and Vivian Bullwinkel. Working on this project provided students with a valuable opportunity to learn about and pay homage to the inspirational, unsung heroines of both world wars.

The mosaics are now permanent artworks featured at the entrance of the Heidelberg Repatriation Hospital. In November, a representative group of students and staff attended the unveiling ceremony and were left with no doubt about just how significant this project was to many people connected to the hospital, and to the veteran and civilian nurses who fought in all wars for Australia.

This hugely ambitious project was funded by both the Federal Government and by generous private donations raised by other organisations, including the War Widows Guild.

The College community was profoundly proud of the girls who created this wonderful work under the tutelage of Simond Normand and OLMC Design, Art and Technology (DAT) staff.



New STEM Program: Innov8 to Cr8

How do you stop ravens from taking rubbish out of bins around the schoolyard?

A group of Year 8 students investigated this perennial problem employing STEM solutions in their inquiry. Working with the ICT Coordinator, Di Casey, and external consultant, Matthew Bliss, they looked at engineering and computing solutions and then developed prototypes to present to school leaders. Over one week, this intensive program for 18 students employed critical and creative thinking, programming skills and design thinking processes that students learned in other areas of the curriculum. The success of the program will see it continue in 2019, with students tasked with a new problem to solve.

Successful Model UN Conference

OLMC sent a team of 10 students to La Trobe University to participate in a Model UN Conference with other Melbourne schools, including Reservoir High School, Scotch College and Pascoe Vale Girls' Secondary College.

The Model UN Conference aims to preserve the protocol of the United Nations. OLMC represented three countries at the conference: Russia, South Africa and India. The theme of the conference was asylum seekers. Students at the conference each collaborated on a position statement from their country and debated the language and implications of amendments in order to produce a draft UN resolution on seeking asylum that would be workable for all countries.



The day was a great success, with OLMC students managing to unanimously pass an amendment (not easy!) with their skilful caucusing and negotiation with peers from other schools. The team was also congratulated on their dedication in the lead up to the conference – their preparation (gruelling Wednesday afternoon prep sessions) was exceptional.

Effective 'War on Waste'

Deciding they wanted to embark on a project to make a difference, VCAL students focused their efforts on raising students' awareness about the consequences that littering has on our planet, as well as the excessive waste generated on the school grounds. Their project, 'OLMC War on Waste', ran from October 15–19.

To get started, they viewed a number of documentaries, created a visual display to help develop their ideas, consulted with our Principal, and met with Julie, one of the cleaners at OLMC, to get her perspective on the problem. Putting their plans into action, they achieved the following:

- An end to using plastic straws and lids at THE 7TH LAB Café;
- Designing, purchasing and selling a range of branded keep cups at THE 7TH LAB Café to reduce the number of single-use cups;
- Informative video clips were presented during morning Pastoral about the harmful effects of littering;
- A 'Nude Food' competition for Year 7 students, with the winning class (7EMG) enjoying a free donut and milkshake – served in a glass of course!



Value Added

Focus on General Capabilities

The full introduction of the Victorian Curriculum included the teaching and assessing of four capabilities – Critical and Creative Thinking; Personal and Social; Intercultural; and Ethical. These capabilities are providing students with the skills and strategies to navigate a future which has a higher degree of uncertainty regarding workforce needs than in previous decades.

Throughout 2017 and 2018, the College concentrated on developing the understanding of our teachers regarding this new area of the curriculum. Following staff meetings and Learning Area meetings where capabilities were a focus, staff had a full-day professional learning seminar in May 2018. The day included external presenters, some who had been instrumental in developing the achievement standards for the capabilities. See the 'Leadership and Management' section of this report for further information.

Following this day, further work has been undertaken by Learning Area staff to develop assessment criteria and rubrics that provide students with a clear outline of the skills and knowledge needed for a particular task, or across a unit. This work is ongoing.

Language Study Tours

In 2018, students in Years 10 to 12 embarked on tours to support the study of both French and Italian languages.

New Caledonia. In April, a group of 15 students travelled to New Caledonia accompanied by Mesdames Davison and Di Giacomo and Mr Walpole. During their nine-day tour, they enjoyed language classes, a homestay experience and visits to local schools and cultural events. The success of the tour is measured in the girls' oral confidence and was particularly useful to the two Year 12 French students who were able to travel during their final year.



Italy. In November, after the completion of exams, a group of 28 students and three teachers – Signoras Basile, Alviano and Sweeney – arrived first in Venice for a day of acclimatising before travelling to Prato, just north of Florence, for a ten-day experience at the Monash University campus located there.

Each day was filled with language classes, opportunities to improve their oral fluency in conversation with local people or students from local schools, as well as visits to museums, galleries or other cultural venues. The girls enjoyed cooking lessons in local restaurants and were able to view *Bohemian Rhapsody* in Italian at the local cinema. On weekends, they journeyed to neighbouring towns of Florence and Luca; again experiencing cultural and culinary delights in both cities. Last days were spent in Rome visiting archaeological sites – the Forum and Colosseum – and viewing the treasures of the Vatican.

This was not just a wonderful cultural experience for the girls but a profound opportunity to deepen their fluency in the language and to witness how the language is used in everyday context and settings.



Seirei High School Visit

In Term 3, 28 students from Seirei High School, our Japanese sister school in Akita, spent two weeks at OLMC, inclusive of homestays with College families. The Seirei students participated in English classes where they developed their language skills and learnt about 'Aussie' culture. They also participated in various classes such as Food Studies, PE and Drama. They visited many of our Japanese classes where their presence gave our Japanese language students the valuable opportunity to converse with native speakers and to learn a little about Japanese culture. They also participated in excursions to Healesville Sanctuary, Westfield Doncaster and the NGV in the city.

Strong bonds formed over the two weeks between the OLMC and Seirei students and the host families. There were reports of several tear-filled farewells when the experience concluded. The College extended its gratitude to the host families and to Mr James Stavretis who coordinated the program.

Student Learning Outcomes

NAPLAN Results 2018

In 2018, students undertook the paper test of NAPLAN and OLMC is scheduled to move to online testing in 2020.

The College's NAPLAN results are presented below via a range of 'lenses' and formats:

- **Table 2** presents results for students tested in the period 2016–2018 at Year 7 and Year 9.
- **Figures 1 and 2** compare the cohort of students in Years 7 and 9 in 2016 with cohorts in 2017 and 2018.
- **Table 3** presents the median study score for Year 9 students in 2018.

Table 2 indicates consistent results over 2016-18 in the proportion of students meeting the minimum Literacy and Numeracy standards. A particular focus at OLMC has been on Reading, as well as Grammar and Punctuation. It is pleasing to see this focus reflected in Figure 2, where the Year 9 proportion of students meeting the minimum standards increased in these two areas of Literacy.

Table 3 lists the Median results for NAPLAN across the five tests. The Reading median is lower than last year, however the cohort did achieve growth above that of the state. A focus on developing reading skills continues, with the recent introduction of Progressive Achievement Tests for students from Years 7–10. These tests provide the College with timely information as to a cohort, as well as an individual student's relative strengths and areas for growth.

Table 2: Proportion of Students Meeting Minimum Literacy & Numeracy Standards Years 7 & 9, 2016–2018

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	100.0	98.5	-1.5	100.0	1.5
YR 07 Numeracy	100.0	100.0	0.0	98.5	-1.5
YR 07 Reading	100.0	99.5	-0.5	99.5	0.0
YR 07 Spelling	99.0	99.5	0.5	99.5	0.0
YR 07 Writing	99.5	99.5	0.0	100.0	0.5
YR 09 Grammar & Punctuation	97.4	97.9	0.5	99.5	1.6
YR 09 Numeracy	98.9	100.0	1.1	99.5	-0.5
YR 09 Reading	98.9	98.9	0.0	99.0	0.1
YR 09 Spelling	97.9	97.9	0.0	97.5	-0.4
YR 09 Writing	95.8	98.4	2.6	99.0	0.6

Figures 1 & 2: Comparison with Previous Assessments of Years 7 and 9 Cohorts, 2016–2018

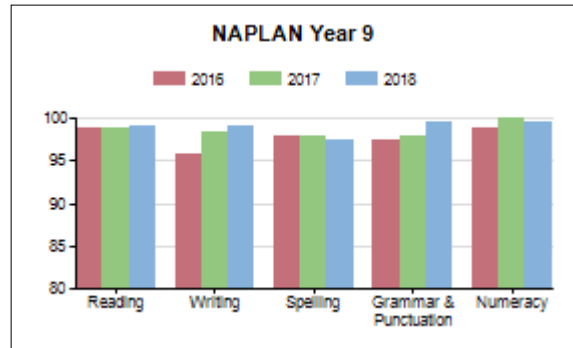
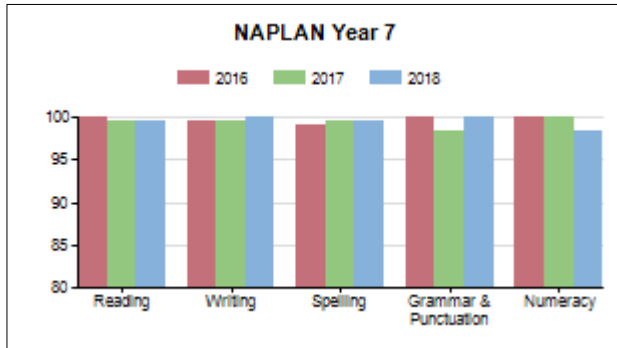


Table 3: Median NAPLAN Results for Year 9, 2018

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	596.0
Year 9 Reading	591.7
Year 9 Spelling	600.4
Year 9 Writing	582.5



Senior Secondary Outcomes

The VCE results in 2018 were pleasing on a range of measures.

VCE Median Score	32
VCE Median ATAR	78.70
VCE Completion Rate	100%
VCAL Completion Rate	82%
Percentage of students with ATAR over 95	9
Percentage of students with an ATAR over 90	24
Percentage of students with an ATAR over 80	49
Percentage of students with 40+ study score	11.5

The Top Achievers for 2018 were Chavvi Khathria (College Dux), who achieved an ATAR of 99.70, followed by Sarah Marian (99.65) and Aya Basam (99.55). Our top ten students achieved an ATAR of 96.80 and above, while the range for the top 20 students was 99.70 – 93.75.

Other results to note:

- Katia Lepore achieved a perfect score of 50 in Psychology
- Lucinda Nguyen and Laura Piccioco were chosen to showcase their Media, and Visual Communication and Design products respectively at Top Designs.

OLMC's VCE Median study score of 32 is consistent with 2017. What has been a slight upward trend over recent years has been the percentage of students achieving an ATAR over 80. These subjects include the sciences, mathematics and languages.



POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	84.2%
TAFE / VET	7.0%
Apprenticeship / Traineeship	3.5%
Deferred	0.9%
Employment	4.4%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%

Student Wellbeing

Goals & Intended Outcomes

We will:

- Strengthen staff-student relationships and student wellbeing initiatives to maximise the aspirations and learning behaviours of students
- Strengthen student voice and dialogue to facilitate their learning and development

OLMC Strategic Plan 2016–2019, Key Commitments 5 & 7

Achievements

Year: 7 New Pastoral Structures

For the first time in 2018, our new Year 7 students transitioned to OLMC in House-based Pastoral Groups. The refinement of our previous process was to assist the students to feel connected to the House as soon as they joined the OLMC community. It was also a way of planning ahead to ease students' transition in Year 10 to House-based vertical Pastoral Groups. The Year 7s made fantastic connections to their new peers, as well as to the Year 12 House Captains.

Years 7 & 8: New Camp Venues

Another 'new' for both the Years 7 and 8 students was the introduction of new camp venues. The Year 7 camp moved to Phillip Island Adventure Resort and ran later in Term 2. This change came from a desire to provide Year 7s with more varied activities and events to assist them in making new friends. Generally, students new to OLMC make new friends quickly; however, we want to ensure broad and wide-ranging connections in their year level. We know that this helps them feel more confident and comfortable in all their classes and also helps create a sense of community. A camp held in June creates earlier opportunities to facilitate new connections.



In order to build on the experiences and challenges of the Year 7 camp, in 2018 we also changed the Year 8 camp location to Lake Dewar. This picturesque location challenged the girls to an evening out in the night sky, a hike, and some gentler activities including canoeing and campfire cooking. The base camp provided warm showers and comfortable beds for the nights. It was great to see Year 8 students feel proud of their achievements as they stepped out of their comfort zone and stretched themselves. We expect that this confidence will be translated into other areas of life.

Year 10 Reflection Day

Another new addition to student life at OLMC was the Year 10 Reflection Day. This was designed to get students thinking about what respectful and healthy relationships look and feel like. Staff in the areas of wellbeing, faith and health all worked together to design activities that would create conversations, also, a panel of expert women helped to facilitate a Q&A session with students. This day supports the College's ideals that not only will our students recognise their own and others' innate dignity, but that they will also engage in respectful and authentic discernment about the scripts of their own lives.

Student Voice

The **student leadership system** was restructured slightly in 2018 to encourage and broaden the role of SRC students in working not only with their year level but also with the Year 12 Leadership Team. Each SRC team brought change to their year level, ranging from a new printer in their area to increased lunchtime activities for their year level.

The Year 12 student leaders led by example in creating a culture of care and respect. They addressed year levels on what behaviours were acceptable within the OLMC community and were clear about those that were not. They also lived out of values of joy through a visit from the Easter bunny and an Easter egg hunt, as well a very impressive dance set to a 'Greatest Showman' mash up. We were pleased to invite the Year 12 leaders and their families to a special end-of-year dinner to acknowledge their contributions to the College.

Student voice was also seen in the leadership of **RU OK? Day** and the follow up during **Mental Health Week**. Both events continued to raise public awareness, and reduce the stigma, of mental health issues. The Mental Health Week theme, 'Do You See What I See?' challenged perceptions about mental illness.



At OLMC we used the theme to encourage our community to recognise that mental health can affect any of us, also, that often we are not aware of what is happening in the lives of others. Many people in our community face difficult challenges and mental illness is a complex experience that may be misunderstood by the people around us. By looking at mental health issues in a more appropriate and useful way, we hope to reduce the stigma and enable our students and their families to be a part of a more inclusive and better educated society.

Pastoral Program

Theme days and weeks were also supported by the regular work within the Pastoral program that aims to respond to student ideas and requests. In some cases the sessions are run by the students themselves.

Activities in 2018 included understanding the work of Guide Dogs in the community; etiquette regarding communication online and in person; preventing the spread of rumours; managing feelings of anxiety (and knowing the difference between anxiety and an anxiety disorder); learning how to complete tax returns; write a resume; how to book, plan and take your own trip overseas; change a car tyre; set in place some relaxation techniques to help create balance in life; eating for health and brain power; and information on more effective study skills.

The Student Wellbeing Team successfully organised a range of programs for students, staff and/or parents that involved external agencies and speakers. In 2018, these included:

- Professional learning for teachers regarding adolescent anxiety, mental health and the teenage world (include partying behaviour)
- Various OLMC parent sessions: Transition; Managing Friendship; Surviving VCE as a family; Elevate study skills (Elevate); Digital Nutrition (Jocelyn Brewer); Safe Partying (Sonya Karass)
- Project RockIT
- Fit 2 Drive
- Worryville
- The Butterfly Foundation
- Michelle Newland demonstrating courage and resilience through adversity
- Elevate Study Sessions: Time Management; Study Sensei; Ace your Exams.

Value Added

Co-curricular Programs, Clubs and Lunchtime Activities

As in previous years, House Swimming, House Athletics, House Arts, music, drama, debating, dance, sport, social justice and other school activities provided all students with the opportunity to experience something new and/or to pursue their interests. The Nallejerring Centre played host to a wide range of programmed non-competitive lunchtime activities, while in the Learning Commons and other areas across the College, students enjoyed club memberships in areas of shared interest, such as Chess, Photography, Robotics, Dance, the Feminist Collective and Anime and Manga. In Semester 2, a Ukulele Club was launched.



Sample Co-Curricular Programs 2018

SPORT (GSV)	MUSIC & PERFORMING ARTS	LUNCHTIME ACTIVITIES	FAITH & MISSION ACTIVITIES	PUBLIC SPEAKING & DEBATING	CLUBS & COMPETITIONS
Aerobics	Brass Ensemble	AFL Longest Kick	Bell Bardia Community Service	DAV Junior & Senior Public Speaking	Chess Club
Athletics	Cantors	Badminton	Camp Heidi	Frayne Speech Festival	Photography Club
AFL	Choir	Boxing	Detention Centre Visits	House Debating	Robotics Club
AFL Umpiring	Funk Ensembles	Free play	Fire Carriers	Legacy Speaking Competitions	Book Club
Cricket	Junior Jazz Ensembles	Hula Hooping	Prayer Group	Lions Club	Dance Club
Cross Country	Middle School Band	Just Dance	Seeds of Justice	Youth of the Year	The Feminist Collective
Badminton	Senior Choir	Skipping	Social Justice Groups	United Nations Model Conference	RACI Crystal Growing Competition
Basketball	String Ensemble	Spin class		VCAA Plain English Speaking	Science Talent Search
Diving	Symphonic Band	Sport Clinics			Titration Competition
Gymnastics	Training Band	Year level games (matt ball, netball, dodgeball)			Makerspace
Hockey	Year 12 Band	Yoga			Maths Olympiad
Netball	Wind Ensembles	Zumba			Ukulele Club
Soccer					
Softball					
Swimming					
Tennis					
Triathlon					
Volleyball					

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	87.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	95.0
Y08	94.2
Y09	93.7
Y10	94.6
Overall average attendance	94.4

Student Attendance/Absence Procedures

Student attendance is recorded for each scheduled class/activity the student is expected to attend. The procedures for student absences are as follows:

- On or before the day of a student’s absence, a parent or guardian is expected to call the OLMC 24 hour absentee line to verify and explain the absence, OR record the details on the Parent Portal.
- If prior notification has not been received at the College by approximately 9.30 am on the day of absence, the College will send an SMS to the parent or guardian advising of their daughter’s absence.
- If a parent or guardian does not contact the College to provide an explanation on the day of their daughter’s unexplained absence, the College will attempt to contact the parent or guardian of the student within three days of the unexplained absence, either by telephone or email. The College will record the reason for the unexplained absence if a reasonable explanation is received.
- If after contacting the parent or guardian, no explanation is provided within 10 school days, the absence will be recorded as an unexplained absence and remain recorded as an unexplained absence in the College’s attendance database.
- Parents and students are advised that an accumulation of five unexplained absences in a 12-month period could lead to a referral of the accumulated absences to Catholic Education Melbourne.

Student Satisfaction

Student discussion forums indicate that OLMC students feel safe at the College and that they feel supported in their learning and wellbeing. They appreciate the positive relationships they have with their teachers and believe that this assists greatly in their sense of belonging to the College. The high percentage of attendance above 93%, their involvement in co-curricular programs and their engagement in their learning attest to this.

Anecdotal feedback from Year Level Coordinators, House Leaders and the teaching staff about the level of student satisfaction has been very positive. The feedback from the Student Leaders across all year levels also confirms this view.



Child Safe Standards

OLMC works in partnership with the community to ensure that we reduce or remove risks to the personal safety and wellbeing of our students.

College Policies

The College has a range of policies and practices in place for keeping students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations where College activities occur. The key policies are:

- OLMC Child Safety Policy
- OLMC Safeguarding Children and Young People Code of Conduct
- OLMC Child Protection: Reporting Obligations Policy.

Other related policies that are accessible to current staff, students and families via the College website or the Portal include:

- Counselling Services Policy
- Employment Practices Policy
- Privacy Policy
- Student Acceptable Use of Digital Technologies, Devices and Social Media Policy
- Student Anti Bullying Policy
- Student Behaviour Management Policy
- Student Wellbeing Policy
- Staff Acceptable Use of Digital Technologies Policy
- Staff Responsible Use of Social Media Policy
- Visitors on Campus Policy.

In 2018, the *Student Acceptable Use of Digital Technologies, Devices and Social Media* policy was significantly reworked to have a stronger focus on social media. Similarly, the *Staff Responsible Use of Social Media Policy* was revised to incorporate new procedures for establishing and maintaining official school social media accounts. The latter policy emphasises the controls that need to be in place to protect student privacy.

Staff Training

At the beginning of 2018, at a full staff meeting, staff were fully briefed on these policies/code of conduct and their inherent expectations. There were also opportunities through induction programs and in ongoing training and professional learning sessions for staff to understand their professional and legal obligations, including procedures for reporting suspicion of abuse and neglect. Mercy Education Ltd ensured that all staff completed two online training programs in 2018, one on recognising indicators of child abuse, the other on reporting obligations.

Employment Practices

The College has processes for monitoring and assessing the continuing suitability of staff and volunteers to work with students. This includes regular reviews of the status of Working with Children Checks and staff professional registration requirements, such as the Victorian Institute of Teaching (VIT) registration.



Achievements in Sport

In 2018, OLMC students:

- competed in over 32 rounds and finals in GSV Weekly Sport
- participated in 8 GSV Events Days – Basketball, Diving, Cycling, Fencing, Golf, Soccer, Triathlon and Year 7 Expo
- attended over 12 GSV Championship Sports Personal Best and Final meets.
- competed in AFL, Badminton and Netball at SCSA one-day events
- were represented in GSV Teams in Swimming, Athletics and Cross Country
- represented their House in House Sport Competitions of Swimming and Athletics.

Excellent Results

Countless students committed themselves to many hours of before and after school training sessions to achieve the following results:

GSV WEEKLY SPORT: PREMIERS

Intermediate B Softball
 Senior A Basketball
 Intermediate B Basketball
 Junior B, D, E & F Basketball
 Junior B Soccer
 Junior A Netball

GSV CHAMPIONSHIP EVENTS

Intermediate Division 2 Swimming Champions
 Junior Division 2 Cross Country Champions

SCSA: PREMIERS

Junior Division Champions: AFL
 Senior Division Champions: AFL
 Intermediate Division 3 Champions: Badminton

HOUSE SPORT

Swimming: Carmel House
 Athletics: McAuley House



Other exceptional achievements included:

- 2018 Aeroschool Victorian Champion Secondary Aggregate School Champions
- Netball Victoria: Junior Girls Championship.

The College continues to support and acknowledges a number of girls who have excelled in local, state and national competitions in their chosen sport.



Leadership & Management

Goals & Intended Outcomes

We will:

- Investigate and implement employment policies and strategies to enable the College to recruit, develop and retain high performing staff at all stages of their work life.

OLMC Strategic Plan 2016–2019, Key Commitment 8

Achievements

School-based Professional Learning

TEACHING STAFF

Using the question, ‘How do the General Capabilities build students’ capacities to substantiate their thinking and choices when decision making?’ as the focus for whole-school professional learning, we hosted a full-day conference for our teaching staff in May.

On this day, facilitators, both internal and external, guided teachers to unpack the General Capabilities; to explore the language and achievement standards within the Victorian Curriculum; and to consider what understanding and success would look like in classrooms. Dr Eeqbal Hassim, Dr Janette Poulton, Bonnie Zuidland, Alicia McHugh and Hayley Gamble-Curran led these sessions and interactive workshops. In the afternoon, Learning Leaders reconvened with their teams. The day’s learning was shared and discussion ensued around the nature of assessment tools.

Learning Areas then worked to develop rubrics aligned with the Curriculum’s achievement standards that can be used across year levels and disciplines as assessment tools to chart learning and progression. This is ongoing work in 2019.

Professional learning was held throughout the year about the National Consistent Collection of Data and how to record and store evidence of differentiation and adjustments to learning. Also, with a new intranet rolled out in early December (SIMON), considerable time at the end of the year was devoted to building competency in its use, ready for the commencement of the new school year. Again, this will be ongoing work in 2019.

EDUCATION AND SCHOOL SUPPORT OFFICERS

Our administrative staff developed and ran sessions on ‘Having difficult conversations’ and ‘Telephone techniques’. These were a useful refresher and reminder of the importance of clarity in communication, especially as these staff are often the primary connection for those contacting the College. Our Learning Commons team participated in professional learning activities ran by SLAV and ALIA and in a team building and visioning program led by educational consultant, Patricia Bergin.

Two senior administrative staff attended a Personal Assistant (PA) conference that was themed, ‘Embracing and influencing change’. A range of other activities undertaken by Education and Support Officers included archives procedures, daily organisation and VASS training. The Learning Support Officers (LSOs) participated in programs with Monash University about ‘Getting Ready in Numeracy’ and ‘The Role of the LSO in the Classroom’.

WHOLE STAFF

As noted earlier under ‘Faith and Mission’, in August a whole staff professional learning day centred on the theme of ‘Care for our Common Home’. We shared prayer together with a liturgy led by Sally Neaves from the Mercy Rahamin Ecology Centre. This provided a wonderful entry into the day that focused on care of our environment and unpacking the encyclical of Pope Francis, *Laudato Si*.

A keynote address presented by Sr Liz Dowling and Sr Adele Howard provided a theological and theoretical focus for the learning and dialogue that followed. These two Mercy sisters, along with Marist brother, Br Harry Prout, then facilitated workshops for smaller groups around The Beatitudes, a Mercy model for leadership, and an explanation of the Exodus program that operates in Heidelberg West.

In the afternoon staff embarked on a range of workshops held within the school and local community, all with an environmental or sustainability theme. Our gardener, Gary Gent led a group of staff around our school site to investigate different sustainable features; the Rahamim staff led a session on ecological spiritual practices; groups visited Ceres and other local environmental action groups; and further groups explored both recycling and repurposing ideas for the home, as well as eco-art ideas. This day both raised awareness of the beauty of Church teaching in this area and also provided a launching place for curriculum-based activities across a range of learning areas for the rest of the year.

First Aid, CPR, Asthma and Anaphylaxis training ran across the year for all staff.



Capacity Building – Leadership and Middle Leaders

During the year, middle leaders attended a range of national and international conferences to bring new learning and understanding back into the College. The conferences included:

- Mercy Pilgrimage, Dublin
- Alliance of Girls Schools Conference, Adelaide
- CanvasCon, Sydney
- ACER Research Conference, Sydney.

Mentoring of Staff New to Leadership

A group of staff both new to the College and new to leadership joined the Learning and Teaching team this year. These staff participated in coaching sessions with an external consultant to develop their leadership skills. A regular fortnightly meeting, chaired by the Head of Learning, enabled them to share their work with other middle leaders and to form contacts with other leaders. A number of shared projects in Learning Support, the Learning Commons and ICT developed from some of these meetings.

Teacher Candidates Program

Ten teacher candidates were placed at the College in 2018 for both observation and teaching rounds. These candidates worked across Humanities, Health and Physical Education, Performing Arts, Design, Art and Technology, Mathematics, Religious Education, English and Science. They were ably supported by mentors in each area. We hosted candidates from the University of Melbourne, Deakin University and Australian Catholic University. We were delighted to welcome one of these candidates onto staff in 2019.

VIT – Progression to Full Registration

Four teachers progressed from provisional to full registration in 2018. These teachers conducted action research projects based around giving appropriate feedback; developing language skills for writing; and understanding task words in exam questions. They shared their learning with colleagues within learning areas to improve student outcomes generally.

POL Appraisals

With a number of teachers in positions of leadership (POLs) due for formative appraisal at the mid-point of their contracts, we reviewed our existing process to ensure the reviews would be meaningful and purposeful for each participant. An educational consultant worked with the Head of Learning in this review and together developed a process that included the opportunity for self-reflection.

Staffing Profile

TEACHING STAFF ATTENDANCE RATE	91.7%
STAFF RETENTION RATE	81.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.8%
Graduate	47.4%
Graduate Certificate	4.2%
Bachelor Degree	85.3%
Advanced Diploma	12.6%
No Qualifications Listed	7.4%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	121
Teaching Staff (FTE)	106.5
Non-Teaching Staff (Headcount)	58
Non-Teaching Staff (FTE)	49.5
Indigenous Teaching Staff (Headcount)	0



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

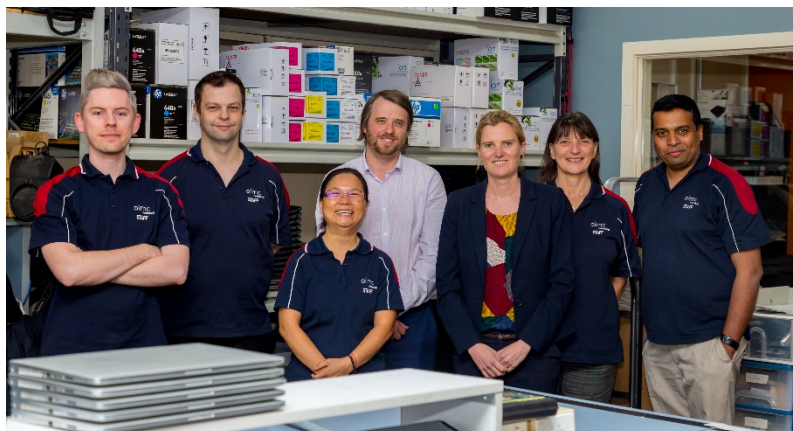
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	85.2 FTE
ACTUAL EXPENDITURE (excluding administration and archives but including leadership)	\$197,985
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2093

Staff Satisfaction

OLMC staff present a high level of commitment to their work. This is evidenced in their:

- High level of attendance
- Collegial support
- Collaborative projects
- Participation in co-curricular programs
- Willingness to go beyond the norm to achieve a high level of student learning outcomes.

Staff value the professional learning opportunities provided by the College and many are undertaking further postgraduate qualifications.



College Community

Goals & Intended Outcomes

We will:

Investigate and implement strategies for optimal use of our resources to promote and sustain contemporary learning and community development

OLMC Strategic Plan 2016–2019, Key Commitment 6

Achievements

The College staged several major community events in 2018. Prominent amongst them were the International Women's Day Breakfast, the High Tea in Heidelberg, the Celebration Concert and the Junior and Senior College productions.

International Women's Day Breakfast

In March, students, parents, staff and friends of OLMC gathered in the McAuley Hall to celebrate International Women's Day (IWD). Giving expression to the 2018 IWD theme – #PressForProgress – and OLMC's own theme – Celebrating young women living gratefully in the Year of Youth – the guests were urged to strive for gender parity and inclusiveness in all communities and workplaces.

We were pleased to welcome Sioné Pemberton (OLMC Class of 2011) as our guest speaker for the event. Sioné graduated from the Bachelor of Arts (International Studies) program at RMIT University with first-class honours and a Diploma of Languages. She is currently studying a Master of Laws (Juris Doctor) at Monash University. Sioné shared her journey of discovering her passions and the experiences that shaped and motivated her to work with the Asylum Seeker Resource Centre in Tel-Aviv, in paralegal services. Sioné encouraged the audience to stand up, speak out, give a helping hand, celebrate, share, empower and most of all, listen.



High Tea in Heidelberg

This event was held in September and was generously supported by over 160 guests. Staff, parents and students began preparations weeks in advance, and the culmination was a beautiful afternoon with high quality food and great company.

Carol Vale, Head of Community Services at McAuley Community Services for Women (MCSW), shared her experiences in supporting women who find themselves the victims of family violence. Lucy Bandiera and Clare Manthos, 2017 College Captains, also shared with guests some of the societal challenges, attitudes and behaviours that they believe are linked to domestic violence.



As a fund-raiser for MCSW, a Ministry of the Sisters of Mercy, the \$6000 raised was a great outcome. Some of the funds came from raffle items donated by the Parents Association and generous sponsors. The event was a great community-building experience and a testament to the strong relationships that the College enjoys with the wider community.

Celebration Concert

In September at the Nalleijerring Centre, approximately 200 students entertained an audience of over 500 family and friends. The 2018 theme for this annual event was 'Reach for the Stars'. Our Year 12 Leadership Team was first on the program, performing a medley of songs from the 'Greatest Showman'. OLMC's instrumental music ensembles and choirs then performed across a range of music genres, with the evening also featuring dance groups and a theatre studies monologue.



All staff and students involved in the concert not only reached for the stars but delivered a joyous and uplifting experience of music and dance for an appreciative audience.

College Productions

There were two highly successful College productions in 2018, with cast and crew drawn from OLMC and Marcellin College, Bulleen through the M² Theatre Company. They were:

- The senior school production, *Blood Brothers*
- The junior school production, *Alice in Wonderland (Jnr)*.

All involved fulfilled the high expectations we have come to hold of M² productions. Our partnership with Marcellin is greatly valued.



Parent Satisfaction

Parent attendance is consistently high at Parent/Student progress interviews and at information evenings pertaining to subject selection, overseas study tours and student wellbeing. Anecdotal feedback from parents provided to teachers at these events indicate a high level of parent satisfaction with the College. There is a strong sense amongst the parent body that their daughters have access to a rich and expansive curriculum and that staff care deeply for students, while also challenging them to achieve academically. Other measures indicating high levels of parent satisfaction are:

- the low number of parent complaints received in 2018
- enrolment applications that far exceed placements, with 'word of mouth from other parents' cited as a key reason for seeking enrolment at OLMC.

Facilities Development

Another component of the College Master Plan came to fruition in July 2018 when the renovation of the College Chapel and landscaping works in the adjacent courtyard were completed.

In December, soon after the students ended their year, construction began immediately on the College's new Design, Art and Technology (DAT) Centre, which is scheduled to open mid-2020. Located in the far north-east corner of the campus, the Centre will include:

- 6 Specialist DAT rooms
- 1 Digital Technology room
- 2 Food Technology labs – Prep area, stores, classroom/dining room
- 4 General Learning Classrooms (GLAs) and 1 larger classroom with adjoining office and store for specialist activities
- Staff accommodation at each level
- A basement with Maintenance Office, Stores, Workroom and delivery bay
- Reconfigured staff parking areas.

Students and staff have much to look forward when the doors of these new facilities are open for business.



Design images courtesy of ClarkeHopkinsClarke Architects

Note: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au